

Meeting the of Needs of Special Education Students in Human Sexuality Education

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By the completion of the workshop, participants will be able to:

- (1) identify and explain the need for human sexuality education for special needs populations
- (2) gain basic content knowledge on sexuality education;
- (3) be able to demonstrate how to modify and adapt teaching techniques on human sexuality education that work with various special populations.
- (4) determine their “askability” when it comes to teaching human sexuality education;

Top 10 Reasons why we should teach Human Sexuality Education to people with disabilities

Top 10 List

Number 10

Low reading ability hinders learning
from written materials.



Number 9

Many students with disabilities do not know when and whom to ask questions.

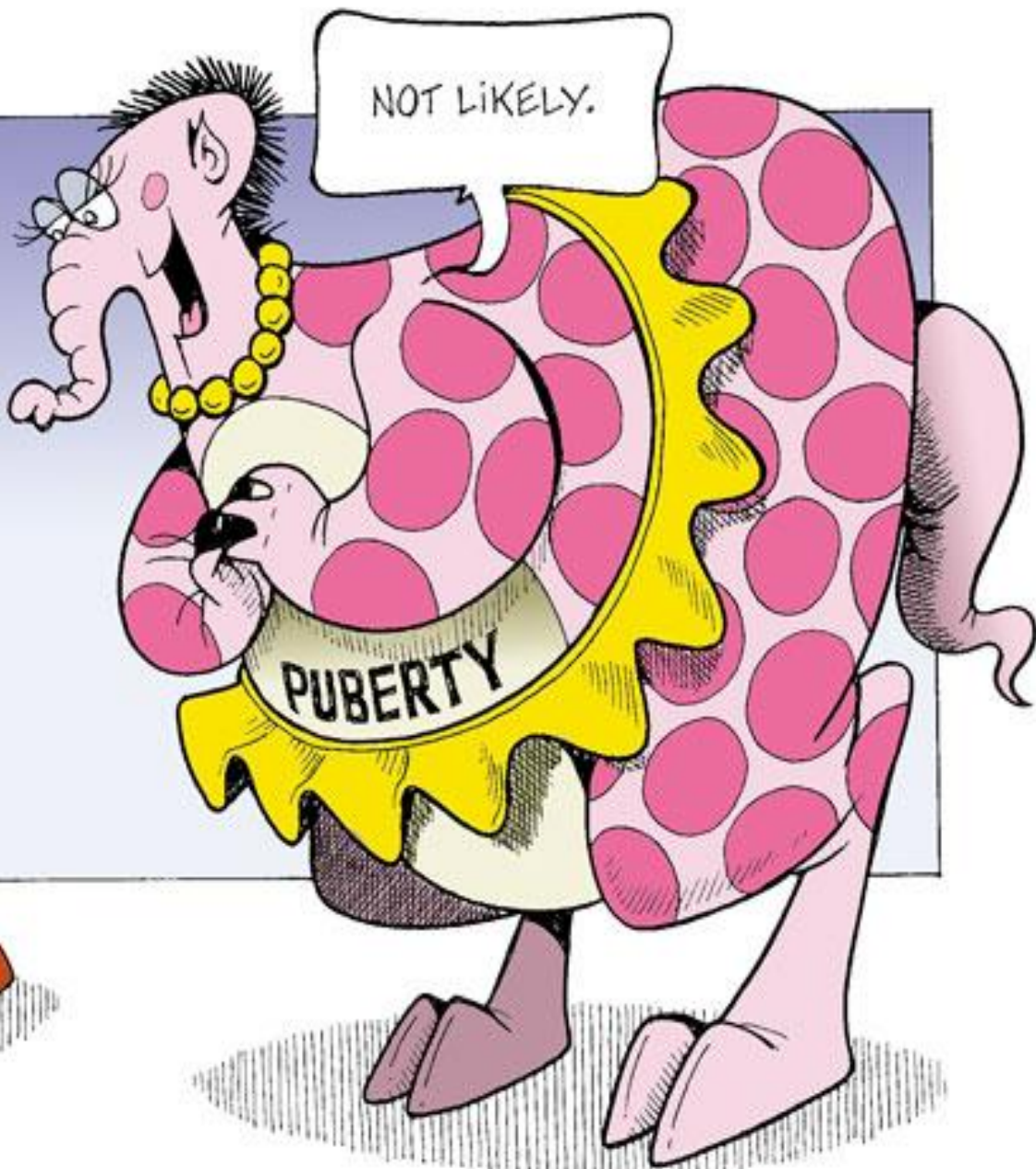


DO MY
PARENTS
KNOW YOU'RE
HERE..?

NOT LIKELY.

PUBERTY

PAUL FELL





Number 8

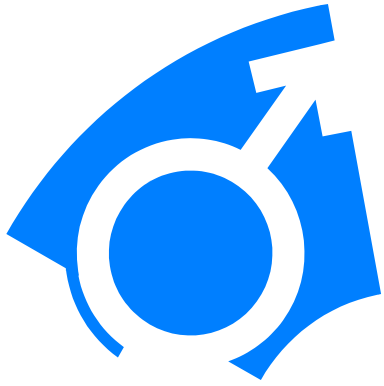
Desire to please people and become
easily exploited.

LAST NIGHT I ASKED
MY PARENTS WHERE
I CAME FROM AND
WE HAD A LONG TALK
ABOUT REPRODUCTION
AND CONTRACEPTION...

... BUT I STILL DON'T
KNOW IF I'M
IRISH-AMERICAN,
DUTCH-AMERICAN,
OR GERMAN-
AMERICAN.

PARK FELL

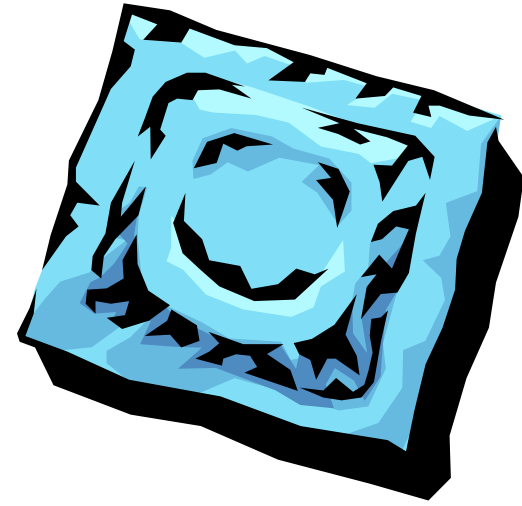




Number 7

Many students with disabilities don't have even the basic knowledge.

Cheng & Udry, How Much Do Mentally Disabled Adolescents Know about Sex and Birth Control? Adolescent & Family Health (2003), 3(1): p 28-38



Number 6

To prevent the spreading of HIV/AIDS and STD's within this population.

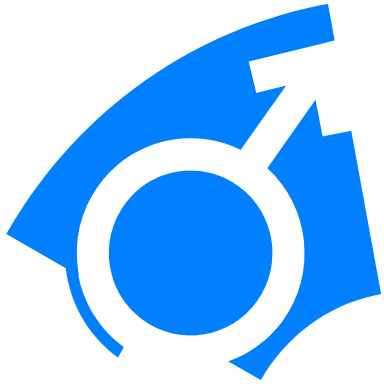
Number 5

They have the same hormones and urges and need to make the same choices as their peers.



Number 8

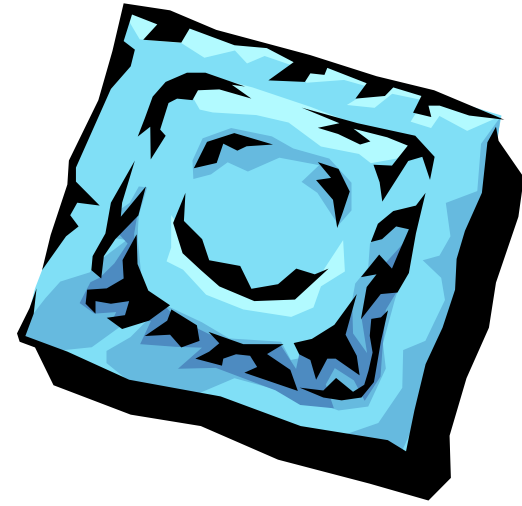
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ABSTINENCE

Number 5

They have the same hormones and urges and need to make the same choices as their peers.

Number 4

May have limited social skills.

Number 3

Have low self-esteem, will do anything to be accepted by peers.

Number 2

IDEA



Number 1

Because they are people first and, like all people, have the right to know all they can comprehend that will enable them to become sexually healthy persons.

Goals of Human Sexuality Education for Persons with Special Education Needs

- To provide accurate information
- To help students learn about their bodies
- To help students learn appropriate social skills
- To help students protect themselves
- To help students become responsible persons
- To help students learn to appropriately express themselves
- To help students learn to make good choices

Behaviors, Characteristics and Prevalences Associated With Disabilities...Youth with **predominantly** inattentive ADHD display six or more of the following traits:

- Process information more slowly and less accurately
- Be forgetful
- Become easily distracted, having trouble focusing and maintaining attention during tasks and activities
- Fail to pay close attention to details
- Make careless mistakes
- Give the impression that they are not listening when they are spoken to directly
- Have trouble with organization
- Lose items needed to complete a task
- Avoid, dislike or quickly lose interest in something, especially if it requires substantial mental effort or is not enjoyable
- No follow instructions or finish a task or activity
- Exhibits symptoms of hyperactivity or impulsivity

Youth with **hyperactive-impulsive** ADHD display six or more of the following traits:

- Fidget or wiggle around when seated
- Get out of their seats when they are expected to remain seated
- Become restless and need to move around
- Have difficulty playing quietly
- More constantly
- Blur out responses, talk out of turn, or redirect the conversation
- Have difficulty waiting for a turn
- Show emotions without restraint or expectation of consequences
- Handle and play with items around them
- Exhibit symptoms of inattention

Youth with Autism Spectrum Disorder

- Have significant delays in, or complete lack of, speech development
- Have poor motor control
- React inconsistently to visual, auditory, or tactile stimulation
- Avoid eye contact
- Repeat what is said (echolalia)
- Avoid engaging in activities with others
- Become overly preoccupied with or insist upon engaging in repetitive behaviors, interest, activities, or routines and become distressed when unable to do so
- Start conversations unrelated to the established topic or setting
- Phrase sentences and questions in ways that may be difficult for peers to interpret

Youth with a high-functioning ASD individual may:

- Have a well-developed or technical vocabulary but appear to be socially immature
- Speak in a monotone
- Have difficulty understanding abstract concepts (concrete thinking and literal interpretations are common and sarcasm, jokes, and idioms can be misunderstood or taken literally)
- Have difficulty remembering, organizing, and applying information that they just learned
- Struggle with redirecting attention to something new
- Have poor motor coordination
- Enjoy being alone and tend to function better one-to-one than in group settings
- Be perceived as egocentric
- Be overly honest and speak their minds regardless of another's feelings

Youth with intellectual disabilities may have impairments in cognition, short-term memory, or long-term memory

- Take longer to learn tasks
- Be unable to acquire or understand knowledge or skills by observation alone
- Lack understanding of abstract concepts, instead thinking concretely and interpreting other's statements literally.
- Have trouble applying knowledge or skills in different settings.
- Struggle with interpersonal communication
- Take longer to learn than peers
- Demonstrate modesty
- Not know or remember the socially appropriate context (how, when, where, with whom) of behaviors or interpersonal communication

Youth With Learning Disabilities
may exhibit:

- Concentration
- Information processing
(receiving, storing, recognizing, or
recalling information)
- Interpersonal communication
- Language (verbal or written)
- Mathematical conceptualization
- Motor skills

Youth with Dyslexia may exhibit

- Reading slowly and imprecisely
- Have difficulty with reading comprehension
- Pronounce words incorrectly
- Mix words up
- Misspell words
- Struggle with word rhyming

• Exceptional Students and Sexuality Education: Teachers' Beliefs, Professional Preparation, and Practices

- Elissa M. Howard-Barr, PhD, CHES, Journal of School Health (2005), Vol. 75, No. 3, pg 99-104

, Purpose: Establish baseline data

- teachers' beliefs
- topics taught
- nature and extent of professional preparation
- when it should be taught
- Do beliefs predict topics taught?
- Does professional preparation affect beliefs?

Creating An Inclusive Learning Environment

- Employ Multiple Modalities
- Adjust the handouts
- Use videos
- Provide teaching tools that can be touched
- Adjust the pace of instruction
- Prepare to give instructions in multiple ways
- Contextualize the sexuality content
- Incorporate movement
- Use colors
- Incorporate images, pictures and diagrams
- Model the content

Strategies To Help Everyone Learn

- Keep language simple
- Build on existing knowledge
- Repeat, review, reinforce
- Promote pro-social behaviors
- Use posters to emphasize important points
- Keep it positive!

Are You An Askable Teacher??



??ARE YOU AN ASKABLE TEACHER??



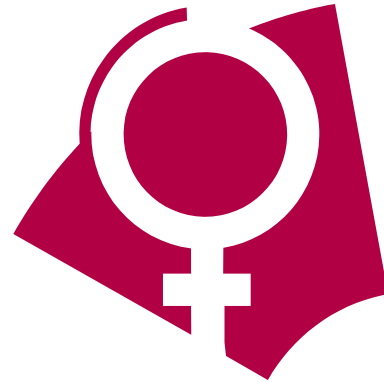
Explaining puberty and other body changes(including nocturnal emissions and menstruation).

??ARE YOU AN ASKABLE TEACHER??



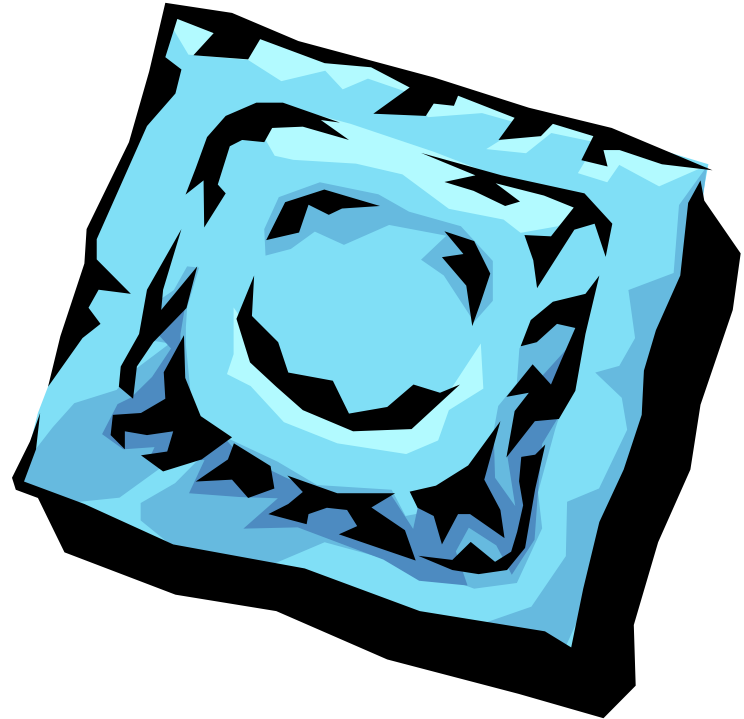
Explaining about masturbation and fantasy.

??ARE YOU AN ASKABLE TEACHER??



Explaining human reproduction

??ARE YOU AN ASKABLE TEACHER??



Explaining abstinence and/or birth control.

??ARE YOU AN ASKABLE TEACHER??



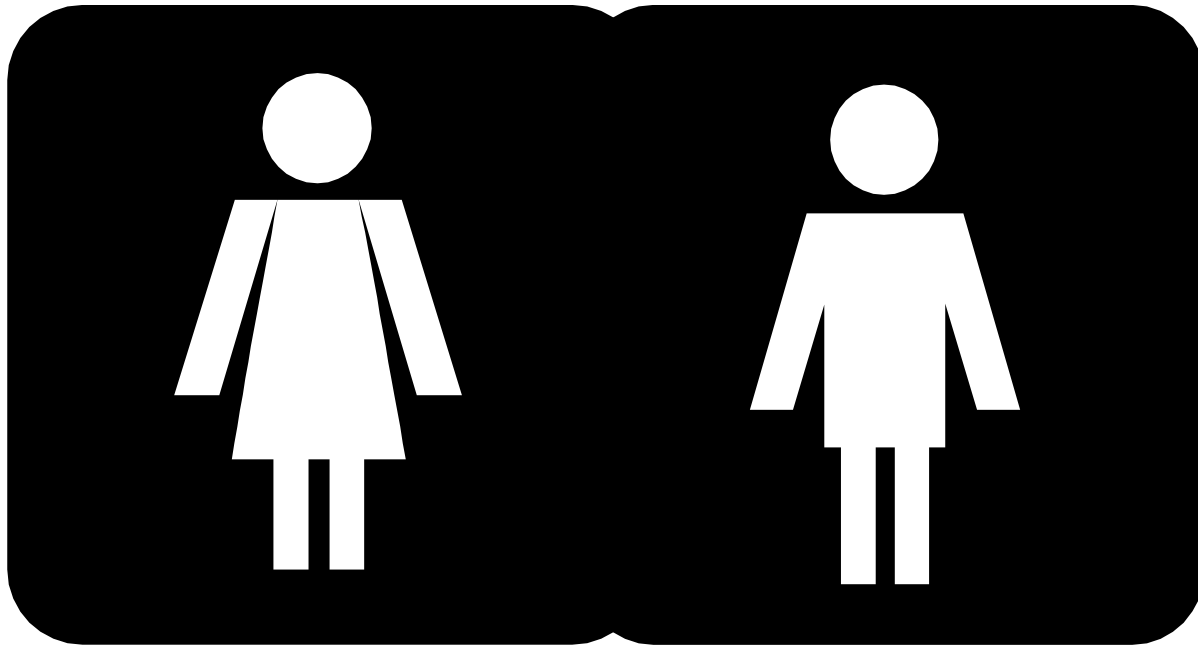
Talking with students about sexual abuse and sexual exploitation.

??ARE YOU AN ASKABLE TEACHER??



Talking with students about sexual harassment.

??ARE YOU AN ASKABLE TEACHER??



Talking about gender identity and gender roles.

??ARE YOU AN ASKABLE TEACHER??



Explaining sexual orientation.

??ARE YOU AN ASKABLE TEACHER??



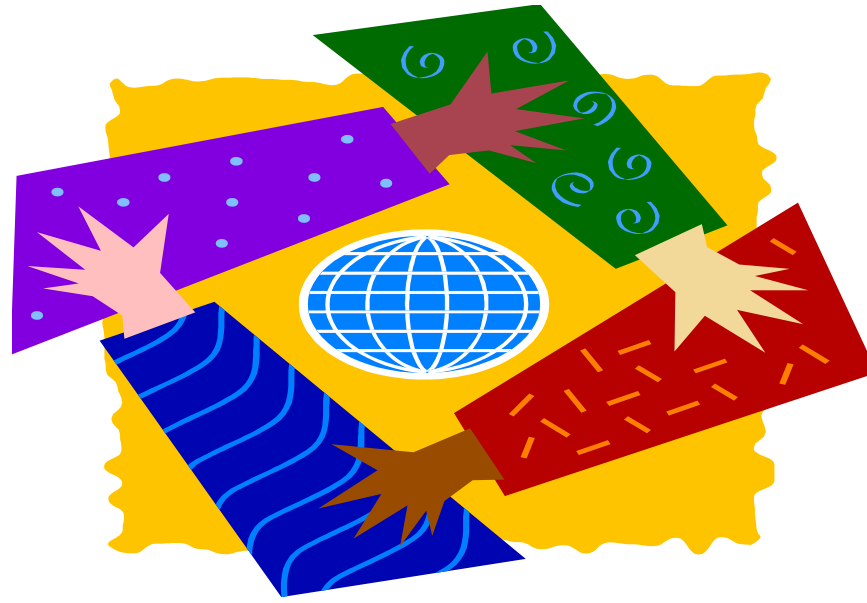
Explaining about sexually transmitted diseases.

??ARE YOU AN ASKABLE TEACHER??



Explaining about HIV/AIDS.

??ARE YOU AN ASKABLE TEACHER??



Explaining social and cultural influences
regarding sex.

??ARE YOU AN ASKABLE TEACHER??

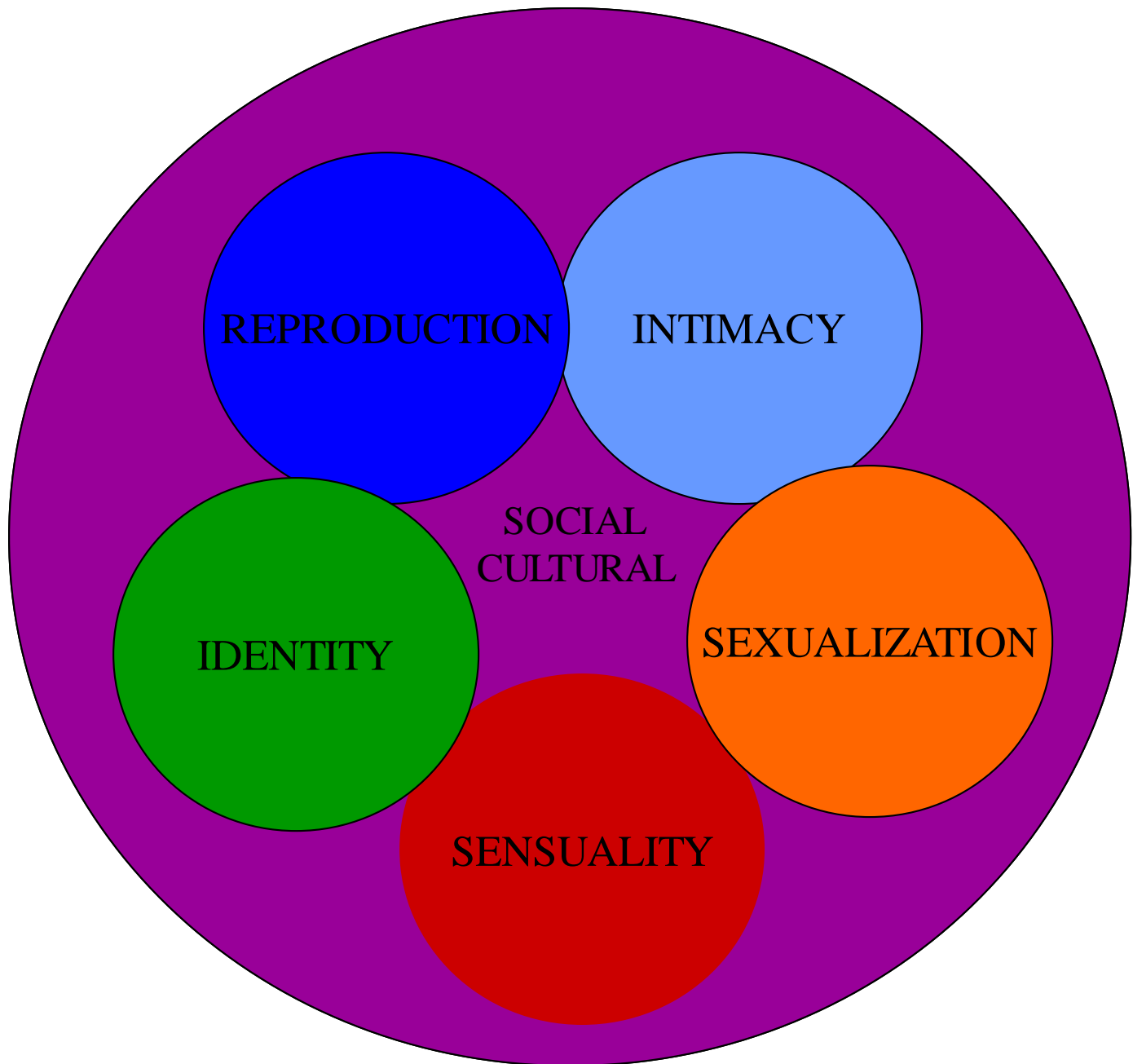


Talking about risky behaviors (such as unprotected sex, multiple partners, etc ...)

??ARE YOU AN ASKABLE TEACHER??

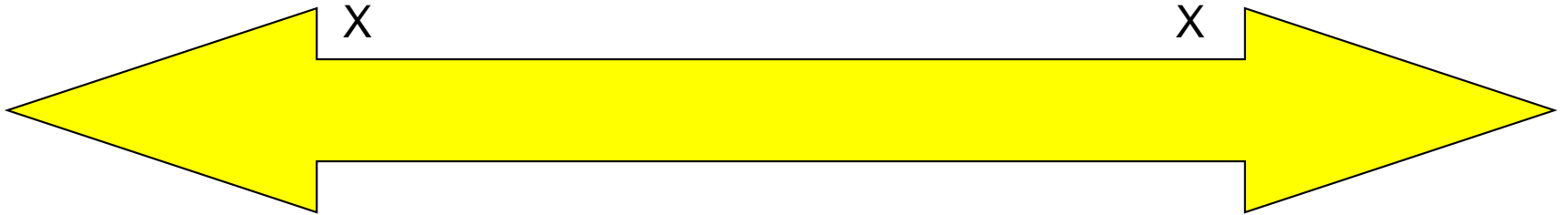


Talking with students about intimate details of various situations.



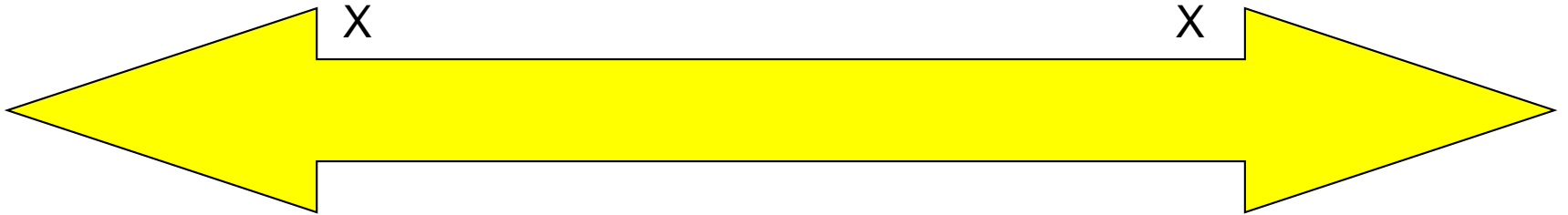
Stages of Intimacy

Physical



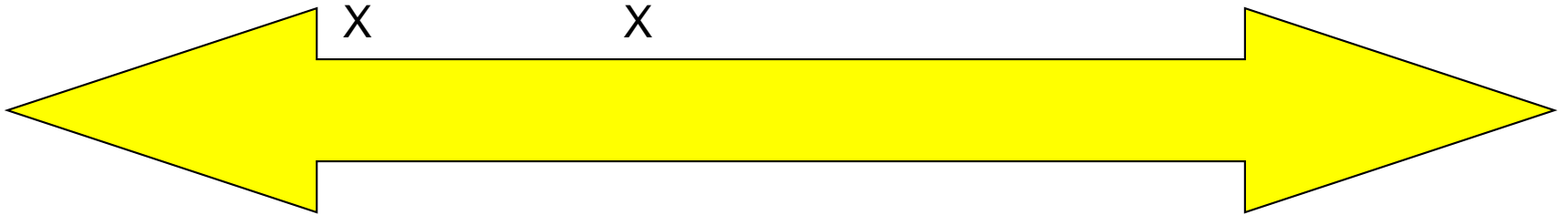
Stages of Intimacy

Sexual



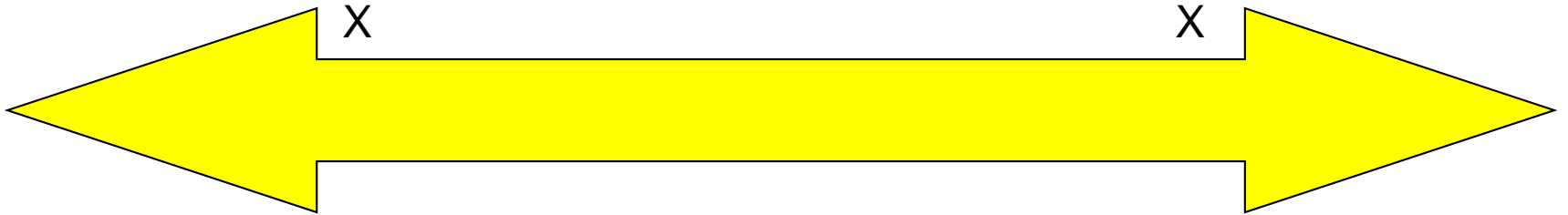
Stages of Intimacy

Emotional



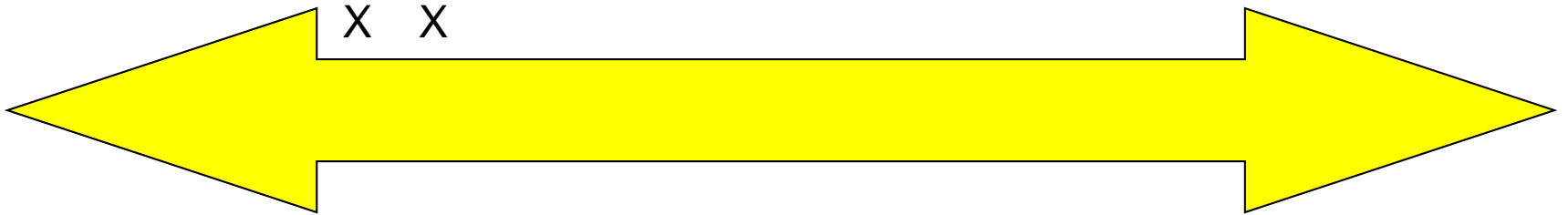
Stages of Intimacy

Intellectual



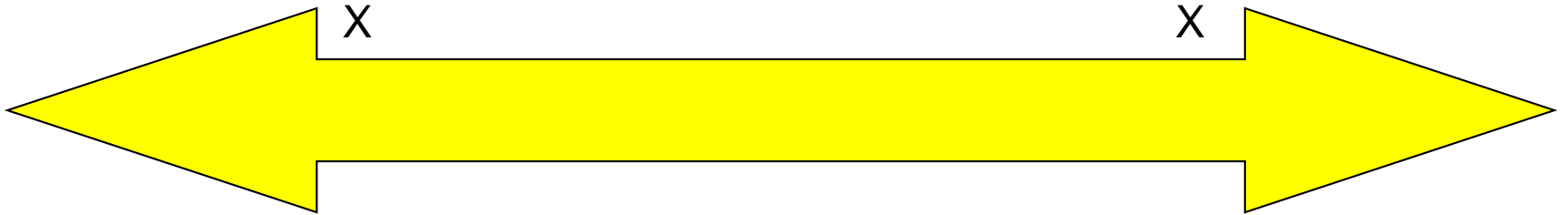
Stages of Intimacy

Social



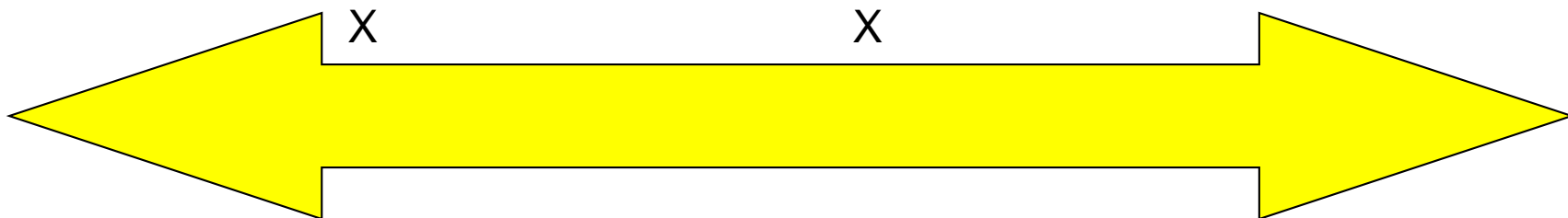
Stages of Intimacy

Recreational



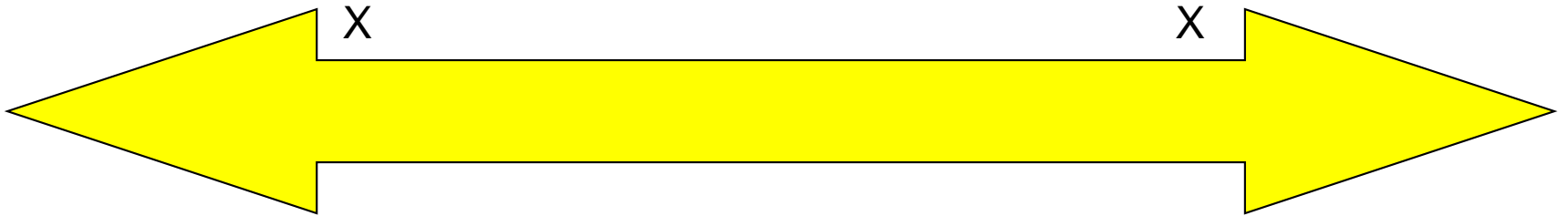
Stages of Intimacy

Spiritual



Stages of Intimacy

Physical, Sexual, Emotional, Intellectual, Social,
Recreational, Spiritual



Definitions

Accommodation

A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

Modification

A change in what a student is expected to learn and /or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

MODIFICATIONS/ACCOMMODATIONS for General Education

- Instruction
- Assignments
- Content /Materials
- Assessments

Modifications/Accommodations of Instruction

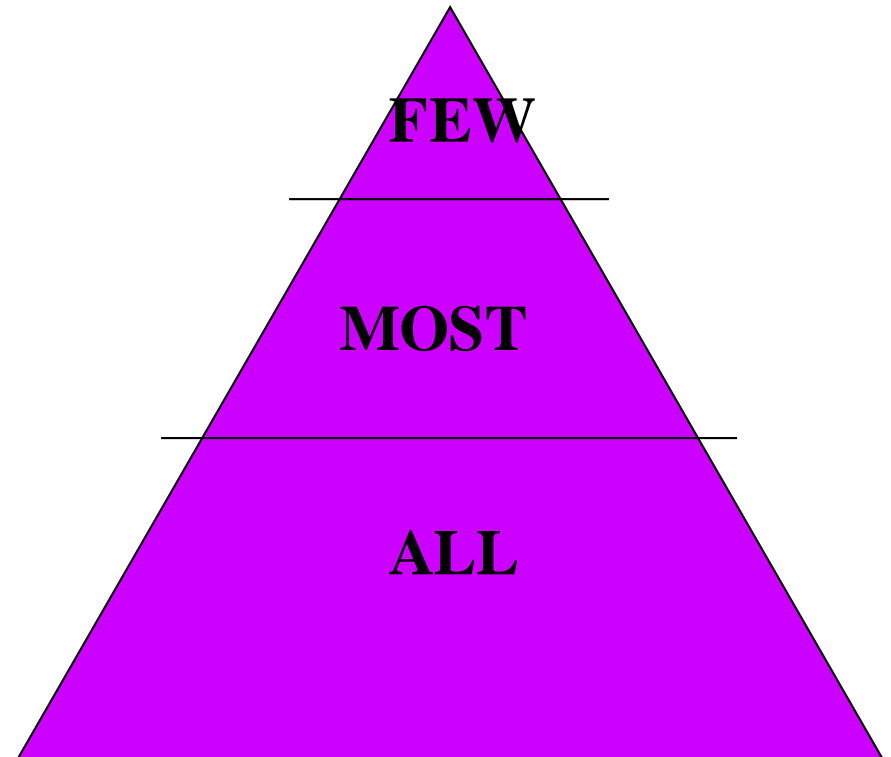
- peer teaching
- one-on-one
- adjust pace of lesson or lessons
- adjust amount of material taught
- hands-on instruction
- review and practice
- Re-teach basic concepts
- cooperative learning
- pre-assess needs
- use student focused learning strategies
 - frame outlines
 - graphic organizers
 - highlighting
 - study guides
- discovery method
- direct instruction

Modifications/Accommodations of Assignments

- shorten assignments
- alternative choices
- extra time for completion
- break down into smaller steps
- directions written and orally
- framed assignments
- text alternatives
- alternate grading
- use of technology
- managing homework

Modifications/Accommodations of Content/Materials

- use audio tapes
- Braille or large print
- off-grade level books
- use visual aids
- high-intensity/low vocabulary
- fewer problems/less words on a page
- highlighting text
- teach most important concepts (pyramid)



Modifications/Accommodations of Assessments

- alternative choices
- assess critical(basic) concepts
- provide word bank
- extra time for completion
- use notes, study guide or textbook
- tests given/taken orally
- allow “cheat sheets”
- use of manipulatives
- alternate setting
- essay only or short answer only
- take test on computer

Things to Consider

Learning Styles

- Auditory
- Visual
- Kinesthetic

Multiple Intelligences

- Logical-Mathematical
- Linguistic
- Musical
- Interpersonal
- Intrapersonal
- Spatial
- Bodily-Kinesthetic
- Naturalist